

PART II:
APSR Report FY 2005

**(2) Training, Technical Assistance,
Research and Evaluation, and
Management Information System**

**Children's Administration
Department of Social and Health Services**

Annual Progress and Services Report FY 2005 Training, Technical Assistance, Research & Evaluation, Management Information System

Children's Administration Training

The Office of Training and Development (OTD) continued to provide the Academy, Post-Academy workshops, statewide conferences, and Supervisor Training during FY 2005. Foster Parent Pre-Service and In-Service Training through the CA's Resource Family Training Institute (RFTI) was also provided.

Child Welfare Training and Advancement Program (CWTAP) continued in partnerships with the University of Washington and Eastern Washington University.

Newly offered this year were the Social Worker Supervisor Academy and the Program Manager Academy.

- **The Social Worker Supervisor Academy** was developed in order to meet the training needs of social worker supervisors. Elements from a variety of training programs (including Basics of Supervision and Supervising for Excellence), were combined, and the creative ideas and input of many current social work staff were also utilized. This new training program is a three-week competency-based program, offered four times a year. It is designed to give new social worker supervisors the foundation for essential knowledge and skill training needed to be a successful supervisor and is taught in a small group atmosphere (maximum participants per session is 25).
- **The Program Manager Academy** was piloted in November 2004 by 25 CA Program Managers. This three-day academy was developed in conjunction with South Puget Sound Community College and was designed to focus on 5 major areas: leadership, policy/procedures, project management, program management, and communication.

The Social Work Mentoring Program aims to improve the quality of practice among the new workers and increasing planned communication, support, and guidance to promote the new workers' competencies.

The program was implemented on a small scale in Regions 2 and 4 with six new social workers meeting with five assigned mentors, and their feedback and recommendations were valuable in the planning of the expansion of the program. Phase II of the program implementation began January 2005 and phase III will begin in July 2005.

CPS Investigator Training was approved for a 5-day pilot that was held in two separate training events. This training was designed for CPS workers who are interested in enhancing their investigation skills and developed in collaboration with Law Enforcement and the Northwest Institute for Children and Families. The first session was held on three consecutive days and covered the New CPS Service Model, Kids Come First II values, Assessing and Investigating, Critical Thinking, Types of Evidence, Legal Framework, Policies, Forensic Interviewing and Case History. The second session covered Collaboration with Law Enforcement, Medical Diagnosis, Substance Abuse, Specialized Assessments and Lessons Learned.

Regional Training Coordinators in each region continued to coordinate and facilitate a variety of activities including mandatory training, special topic training, advanced training and symposia. They maintained tracking systems for staff completion of training requirements as well as for other staff development activities through the Aspen tracking system. They are responsible for conducting region- specific new employee training.

Regions conducted special topic training which focused on the 10 major areas of reform identified in our Kids Come First, Phase II plan: Safety; Permanency; Engaging Families; Well Being; Adolescents; Kinship Care; Resource Families; Consultation and Collaboration; Service Array; Quality Assurance. Specific topics of recurring regional training which relate to KCF II reform areas included Best Practice Training, Reasonable Efforts, Fatherhood Forum, Generational Poverty conference, Independent Living Skills Assessment, Critical Thinking, Decision to Place, Teaming for Success, Family Group Conference, and Evidence-Based Practice Series. A number of these trainings represent additional effort and initiative on the part of the regions to provide training to staff based on need and interest.

The Resource Family Training Institute

The number of Institute trainers increased from 9 in 2000 to 19 in 2004. An average of 8,000 participants was trained annually in classrooms. While serving staff from both the private and public sector, most of the training participants are foster parents, adoptive parents, and kinship care providers.

A high value is placed on the expertise of seasoned foster parents. Contracts are maintained with 60 foster parents who are utilized as co-trainers with Institute trainers, whenever possible.

The Institute currently offers 3 main curriculums which have been tailored to the needs of the training participants:

- "PRIDE Pre-service", a 27-hour introduction to foster parenting partnered with a 3 hour CA specific orientation. This class was expanded from an 18-hour class to the 27-hour format in 2004.
- "PRIDE In Service", a 60-hour course that furthers the foster parent's understanding of children's needs, and
- "Working With Physically and Sexually Assaultive Children in Care" providing specific information on this topic

In addition to their instructional duties, Institute trainers coordinate training in First Aid, CPR, Blood Borne Pathogens and special topics for foster parents. Special topic instruction is generally provided by a contracted subject matter expert and is offered statewide. Classes include such topics as behavior management, working with gay and lesbian youth, suicide prevention, and attachment issues.

The website, <http://www1.dshs.wa.gov/ca/fosterparents>, expanded this year and had over 2,949,899 visitors in 2004 from 63 countries, mostly during the hours of 6 PM to 5 AM. On this website, the public (including potential and current foster parents and caregivers) can access information and resources, locate live training classes, and view training videos 24 hours per day, 7 days per week. They can also access Pierce College's distance learning program and take classes toward an AA degree or a certificate in foster parenting.

The productive relationship with Pierce College also led to greater use of technological innovations in the form of "Blackboard" distance learning software for staff and resource family training.

The Resource Family Training Institute continued to develop working relationships with the Public Broadcasting System and local cable access channels for broadcasting training videos, reaching an estimated 500,000+ viewers annually.

CA sponsored the annual foster parent conference with about 500 attendees this year. Workshops covered all aspects of caring for foster children, including behavior management, anger control, Fetal

Alcohol Syndrome, Attention Deficit Disorder, and working with Individual Educational Plans within schools.

During this last year, a mandatory training requirement went into effect for licensed caregivers to complete 36 hours of training during each 3-year licensing period. The mandatory training hours must be completed before re-licensing. This training can be earned from in-class training, community classes, and online training. There has been a marked increase in the use of the Resource Family Training Website where there are 17 video workshops available 24 hours a day for caregiver use. In April 2005, 100 certificates were issued to foster parents for this coursework. This training venue allows them to increase their skills from the comfort and convenience of their home, and on their schedule.

Training Cost Allocations

Children's Administration (CA) primarily conducts training through two avenues: the Office of Training and Development (OTD) within the Division of Practice Improvement, and regional training through the Division of Field Operations.

The Cost Allocation Plan outlines the cost allocation methodology for training, as approved by the Division of Cost Allocation (DCA) within the Department of Health and Human Services.

The Office of Training and Development (OTD) provides training for all levels of CA staff. All new CA social workers, licensors and investigators are required to attend Academy. Administrative costs associated with staff development and training are allocated through Staff Training (Base 608), which uses Children's Random Moment Time Sample for staff needed to train social workers.

Higher Education Program/Title IV-E Training supports the education of the current and potential child welfare workforce. Administrative costs associated with the higher education program are allocated as follows: direct charged to the Foster Care Grant (Title IVE) (CFDA 93.658) and for the stipend program, allocation is calculated at the point of payment and the resulting allowable amount is direct charged to Title IV-E training.

Foster Parent Training and activities associated with the training (including trainer travel expense) of current providers of foster care and potential providers of foster care (pre-service training) are allocated through Foster Parent Training (Base 595), which uses Participant Days.

Technical Assistance

Technical Assistance from outside sources was not used by OTD during FY 2005.

Research and Evaluation

Understanding that new knowledge and information on issues related to public agency services to children provides an objective basis for improving policies and programs based on data, CA established the Office of Children's Administration Research in 1987. Through a variety of federal, legislative and departmental grant initiatives, the Office of Children's Administration Research (OCAR) conducts research and evaluation projects on various questions of policy and program interest for the Children's Administration.

The following is an update on OCAR research projects for FY 2005:

1. **Evaluation of Family Reunification: 2003-2006** is a study that examines the characteristics of referrals to reunification services, client's needs, services, and outcomes and will develop prediction models associated with the success or failure of reunification. This federally funded project is ongoing with an expected completion date of December 2006. Currently, there are over 325 social

worker interviews completed. Since the failed reunification rate is very high the purpose of the study was to again identify factors that would predict those who would successfully reunify and those who wouldn't, so that contractors could improve their services, or new services could be developed to achieve better outcomes for children.

2. **Placement Re-entry: 2003 – 2006** examines cases where children have been reunified with their families after out-of-home placement and identify all factors associated with and/or that predict re-entry into placement. The sample has been divided into 3 subgroups: Very short term placements (1 to 5 days), short term placements (6 to 29 days) and longer term placements (30 days to 15 months). This project was designed to complement the Reunification study – to develop information that would help social workers make better decisions about when children and their families are ready for reunification, what services are necessary to sustain that reunification and what the issues are for those who have successful and unsuccessful reunifications. The information learned will be useful in the improvement of practice, training, policies, guidelines, and outcomes for children. Currently the very short term (n=197) and short term placement (n=116) interviews with social workers are completed and there are over 500 long term placement social worker interviews completed. Tracking of whether the children re-enter out-of-home placement is ongoing.
3. **Centralized Intake After Hours Study: 2003-2004** measured the length of time it takes to complete different functional activities in after hours. These data were presented to management and a report was produced to develop workload equations for the purpose of projecting staffing needs. This study was completed.
4. **Division of Licensed Resources (DLR) Workload Study: 2003-2004** measured the length of time it takes to complete the functional activities of all DLR social work staff and foster parent trainers. This study was completed and the report was submitted to management to develop projections for DLR staffing needs.
5. **Fatherhood in the Child Welfare System: 2001 – 2004** examined the involvement of fathers in open/active child welfare cases. A secondary purpose is to examine what, if any, changes in father involvement occur as a result of training Child Welfare social workers on fatherhood issues (Grant from Stuart Foundation). Lessons learned are that training social work staff and an increased focus on policies or practice to actively involve and engage fathers in the child welfare process has an impact of improved outcomes for children. This study was completed and results were presented to the management team, field staff and the general public.
6. **Foster Youth Transition to Independence Study: 2000 – 2004** examined the outcomes of youth who transition out of foster care. It looked at the post-care experience of youth aging out of foster care and examined the way services during placement help youth make a successful transition to independence. Youth were interviewed prior to leaving foster care and again 12 to 18 months after leaving care to collect data on services received while in care, and information about their placement experiences and post placement adjustment to independence such as living arrangements, employment, social support, criminal behavior, etc. Project funding came from Federal Region X Independent Living, Casey Family Programs and Children's Administration. This study was completed and results were presented to management teams, in a workgroup focusing on adolescent services and at a foster parent conference. A fact sheet was also developed and was sent to all CA staff as well as posted on the CA website.

Results of this study showed that while some youth were having educational successes, (50% earned a high school degree and 19% were still in school at the time of the follow up interview), most youth were not getting what they need in out-of-home care to transition to independence successfully. Some youth were missing out on basic skills and knowledge to help them transition successfully, and some were making poor choices that have long term consequences (i.e., pregnancy, crime, and drugs). Additionally, although most youth participated in counseling at

some point while in care, 42% had indicators for depression at the time of the follow-up interview.

7. **Longitudinal Study of the Long Term Effect of Child Abuse and Neglect for Children Referred to Child Protective Services (LONGSCAN): 1994 – 2014** is a 20-year longitudinal study examining the long-term effects of child maltreatment on the growth and development of children. There are 1,500 children enrolled in LONGSCAN from sites in Chicago, North Carolina, Baltimore, San Diego and Seattle. The children and their caretakers are interviewed at baseline (entry into project), and at ages 4, 6, 8, 12, 16, and 20. Yearly telephone interviews are also conducted with each family. Each LONGSCAN site also has additional questions of interest. The Seattle study places additional emphasis on the service needs of families and risk assessment in child protection. The project is funded by the National Center on Child Abuse and Neglect, DHHS and the National Institute of Health. This project is ongoing. A re-application for another 5 years is currently being written. An additional interview was created for LONGSCAN children who are now parents. An age 18 interview proposal is currently under review with the Washington State Internal Review Board.

LONGSCAN has provided information to be used to improve risk assessment, changed the focus on neglect, (e.g., used when working with state legislators, Washington Prevention Child Abuse Neglect in helping them design their prevention process), train CPS workers in issues related to investigation and assessment, provided information on the role of domestic violence, family instability in terms of child outcomes, and the characteristics of repeat referrals (in order to improve child and system outcomes).

8. **Adolescent Neglect: 1999 – 2004**, funded by the National Institute of Health, is supplemental to the LONGSCAN study. The purpose of the supplement is to study neglect, with a special focus on neglect of older children (age 14 and above). This project is ongoing. An article was recently published on this study in the journal Child Maltreatment Vol. 10, No.2, May 2005 p 190-206, titled, "Toward a Definition of Neglect in Young Children" by English, Thompson, Graham and Briggs. The following is an excerpt from this article:

"Findings from this study suggest that failure to provide for the basic needs of children (clean and safe environment, adequate hygiene, adequate food, stability of living environment, medical needs met) and caregiver's verbally aggressive behavior toward a child predict significant developmental delays related to language development and communication as well as socio-emotional and behavioral problems."

9. **Intensive Family Preservation Services/Family Preservation Services: 1997 - 2005** examines the outcomes for families referred to the Intensive Family Preservation Services (IFPS) and Family Preservation Services (FPS) programs. Outcomes for families referred include client satisfaction, reduction in caregiver risk factors, appropriate community connections, reduction in out-of-home placement rates and post treatment referrals to CPS as well as increased reunifications. This is an ongoing study funded by Children's Administration per statute.

Progress Report results indicate the primary program objectives and outcomes were met again during this evaluation period. Program outcome indicators include placement prevention, successful reunification, prevention of new referrals, client satisfaction, caregiver and familial / socio-economic risk reduction, and increased connections to community resources and supports.

10. **Washington Foster Care Alumni Study: 1999 – 2004**, a cooperative study with the Casey Family Program, evaluated the long-term effects of two different foster care systems on adults who were maltreated as children. The study examines mental health, education, employment, and other areas of functioning. This study has been completed. Casey Family Programs has released the final report and plan on presenting results at a foster parent conference in fall 2005 as well as providing regional presentations to CA field and management staff. The Alumni Study provides information on adult outcomes for children who spent more than one year in foster care, and provides a

comparison between outcomes for children served by a private agency and public agency (public agency served children were half the cost, with comparable outcomes). The study findings provide major implications for the kinds of assessments that should occur for foster children as well as which service components predict successful outcomes.

11. **Alternative Response System (ARS): 1996 – 2005** is an on-going study that examines the outcomes for low risk families referred to one of three models of alternative response community based providers. Re-referral, placement, and health and safety outcomes are examined for clients referred for services. Client satisfaction is assessed based on a post service survey. Results are provided to Children's Administration management, field staff, ARS providers and legislators.

Additional Research Completed During FY 2005

1. **Pre-Passport Screen Profiles** were created based on child health and well-being screens for each DCFS office to identify the service needs of children in out-of-home care. Presentations were provided for each region with discussions on improving services to meet children's needs.
2. **Analysis of Administrative Data for Children Who Run Away from Out-of-Home Care February 2005** was presented in a briefing report for Braam panel in February 2005, and presentations also given to field staff in focus groups to identify strategies to prevent runaway behaviors. Developed literature review and explored placement database on youth who were in placement in FY2004 and who had a runaway event either in or before that year. Comparisons of demographic and case variables on runaways vs. non-runaways and single run events vs. multiple run events.
3. **Kinship Care Analysis** was an exploration of dynamics behind reunification and re-entry rates (including stability and safety outcomes) for relative vs. non-relative placements. Utilizes existing databases developed for Reunification and Reentry projects. Related to KCFII 6.2.4.f – review progress, establish baseline for Kinship care. Also in CA Strategic Plan. Proposed products: literature review and fact sheet.
4. **Substance Abuse Screen Pilot study** to examine the usefulness of a substance abuse screen and make recommendations for implementation statewide and to examine the prevalence of substance use/abuse in CA families in one office. This project is ongoing, with substance abuse screens being administered with 100% of eligible families. The pilot is currently ongoing. Preliminary results show that a substance abuse liaison is central to the success of referring and engaging CA families in further assessment and, so far, 17 out of 46 individuals screened have scored in the "refer for substance abuse assessment" range. Other recommendations such as the timing of administering the screen will be forthcoming in a final report.

Management Information System

CA's data collection is centered in our Statewide Automated Child Welfare Information System (SACWIS), the Case and Management Information System (CAMIS). Staff are equipped with computers at each work station so case specific information can be entered into this database. Refining the programs within CAMIS as well as the creation of new programs as the need occurs is the responsibility of the Children's Administration Technology Services (CATS).

Key accomplishments in FY 2005 are summarized below:

- Completed a Technical Assessment of the CAMIS environment.
- Based on the results of the Technical Assessment DSHS submitted a closure APD for the CAMIS GUI Migration Project and submitted a Planning IAPD for replacing CAMIS and received approval by the Administration for Children and Families (ACF).

- Completed a SACWIS Replacement (CAMIS) Feasibility Study and an Investment Plan and received DSHS and the Information Service Boards approval.
- Contracted a SACWIS (CAMIS) Replacement Project Manager and Solution Manager.
- Completed the first phase of requirements definition for the release of an RFP for the SACWIS Replacement.
- Completed an assessment of the Child and Family Services Review (CFSR) results to determine what could be done in CAMIS to support the [Program Improvement Plan (KCF II)]
- Submitted AFCARS and identified items from the Program Improvement Plan that would not be able to be corrected until CAMIS was replaced.
- CAMIS Development work has been in support of KCF II reform Action Items that were determined to be doable in CAMIS they primarily focus on providing staff with reminders of critical tasks to be performed. These tasks included:
 - ⇒ Initial Face to Face Interview with Child SER
 - ⇒ CPS Safety Assessment
 - ⇒ CPS Safety Plan
 - ⇒ Investigative Assessment – DCFS
 - ⇒ DLR/CPS Family Safety Assessment
 - ⇒ DLR/CPS Family Safety Plan
 - ⇒ DLR/CPS Investigative Assessment
 - ⇒ Supervisory Review of DLR/CPS Investigative Assessment
 - ⇒ Supervisory Review of CPS Safety Assessment
 - ⇒ Supervisory Review of CPS Safety Plan
 - ⇒ Supervisory Review of DLR/CPS Safety Assessment
 - ⇒ Supervisory Review of DLR/CPS Safety Plan
 - ⇒ Health and Safety Monitoring Visits
 - ⇒ Supervisory Case Review